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ASPIRA

annual report

**OCTOBER 1964 -
SEPTEMBER 1965**

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ASPIRA

ANNUAL REPORT

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ASPIRA, an agency of the
Puerto Rican Forum, Inc.
296 Fifth Avenue
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Message from the Executive Director

As we begin our fifth year of existence as an agency several thoughts come to my mind. ASPIRA is a reality which seemed an impossibility in 1961. To establish and sustain a privately supported agency such as ASPIRA administered by Puerto Rican New Yorkers and geared to servicing them was six years ago a seeming impossibility. Today thanks to the foresight of the foundations who took the initial steps by having faith in our dream, the Puerto Rican community of New York has this first privately funded non-profit service institution.

However in all honesty I must confess that the continual search for financial support has caused a certain amount of uneasiness and insecurity to those of us who are primarily responsible for the continued growth of the agency. In addition to foundation support our hopes for the permanent funding of the agency have depended on the establishment of a secure base made up of individual donors, unions with a large Puerto Rican membership, corporations with interests in Puerto Rico or the Puerto Rican community of New York. We have made encouraging progress in developing corporate sources of support but less successful in developing the other sources.

We have this year like many other private agencies received a governmental grant. The Office of Economic Opportunity has determined that our program is an effective and imaginative one which should be greatly expanded. Although we are grateful to the city of New York's Economic Opportunity Committee and the Federal Office of Economic Opportunity for the recognition and faith they have in us, as demonstrated by their grant, we also are firmly convinced as to the importance of retaining our identity as a private non-profit agency. The receipt of these governmental funds makes it most important to continue to develop our private sources of funding. Explicit to the grant agreement was the condition that "the prior level of non-Federal expenditures or contributions....will be maintained". We must in other words still continue to fund raise for our present program; the Federal grant was specifically given for the expansion of services, through the opening of three branch offices, not to support present levels of operation.

Our continued need to raise the basic operating budget still remains a grave responsibility. We do however recognize the advantages of having a private base of funds, since as demonstrated by the experiences of such private non-profit institutions as the voluntary hospitals and many private social service agencies, the private service dollar can bring a degree of objectivity, a primary concern with excellence, imagination and courage to a program also supported by public funds.

We start the fifth year of operation with a plea to our fellow New Yorkers to cooperate with us in our determination to help ourselves by raising our educational and economic levels through the utilization of our only abundant resource, our youth. We know that this will result in a "renacimiento" of our cultural strength here in New York adding to the growth, excitement and distinctiveness of our great city.

Antonia Pantoja (Miss)

INTRODUCTION

Self-help and self-determination are two of the most respected and advocated principles in the American tradition. The Puerto Rican community of New York is asserting itself according to these two principles through its agency ASPIRA. In recognition of this primary effort of the Puerto Rican New Yorker to use education to break through its present difficult situation, foundations, corporations and individuals in New York City as well as in Puerto Rico have contributed to the creation of this first privately financed service institution of the Puerto Rican community.

Today, four years after ASPIRA opened its doors to service the capable Puerto Rican New York youth, the report of its services for the year 1964-65 indicates:

1. Educational Orientation Program, students	827
2. Leadership Development Program, members (20 clubs in ASPIRA Club Federation)	532
3. Parent Education Program, parents	<u>135</u>
Total persons served	1494

Why have we chosen the pursuit of education as priority for our youth?

ASPIRA is based on the belief that the Puerto Rican community must develop a professional, managerial and technical group at a much faster rate. It is anticipated that leadership for the Puerto Rican community, which can function on a par with the total community, will emerge from this group. Census figures show that in 1950, 2.6% of the Puerto Rican males worked as professional, technical and kindred workers and in 1960 this group was down to 2.2%, in comparison with 13.6% for the total population in 1960. Instead of catching up to the rest of the population, the Puerto Rican would appear to be falling further behind. This is especially disturbing for a group of people who migrated to the city primarily in search of a better way of life through better jobs.

The wealth of the Puerto Rican community is in the potential of its youth. Through an aggressive educational orientation program, ASPIRA pursues the goal of making that potential into a reality; the development of a group of educated people trained in the professions, the technical fields, the commercial and artistic fields. To achieve this goal, a program has been developed to service high school age Puerto Ricans capable of going on past the secondary school level. The method of service includes workshops (group guidance sessions), lectures on professions (career information conferences organized with the cooperation of professional associations or

TABLE I
OCTOBER 1964 - SEPTEMBER 30, 1965

INTAKE

MONTH	TOTAL	SEX		AGE DISTRIBUTION			PLACE OF BIRTH			EDUCATIONAL STATUS					
		MALE	FEMALE	16-20	21-25	26	P.R.	U.S.A.	OTHER	ACAD.	COMM.	VOC.	GEN.	COLL.	OTHER
OCT.	75	44	31	55	9	11	51	21	3	30	11	9	7	14	4
NOV.	84	43	41	70	10	4	51	28	5	50	11	6	6	6	5
DEC.	49	31	18	42	5	2	29	17	3	24	4	7	6	4	4
JAN.	48	37	11	37	7	4	33	10	5	15	5	6	4	7	11
FEB.	36	27	9	23	6	7	22	12	2	19	2	4	4	1	6
MAR.	62	38	24	50	8	4	36	20	6	21	6	7	11	6	11
APR.	52	32	20	34	10	8	25	22	5	18	6	2	6	0	20
MAY.	65	33	32	43	7	15	43	16	6	11	5	5	4	1	39
JUNE	33	24	9	22	5	6	21	6	6	4	1	3	3	2	20
JULY	37	20	17	22	6	9	21	8	8	5	3	0	4	8	17
AUG.	61	36	25	38	16	7	34	19	8	23	11	3	3	3	18
SEPT.	36	27	9	27	6	3	25	8	3	16	0	7	2	4	7
TOTALS	638	392	246	463	95	80	361	187	60	236	65	59	60	56	162

TABLE II
COMPARISON OF INTAKE BY YEAR SINCE INCEPTION

MONTH	1961-2	1962-3	1963-4	1964-5
October	-	16	58	75
November	-	25	54	84
December	-	20	41	49
January	-	70	61	48
February	6	43	49	36
March	12	65	78	62
April	22	39	78	52
May	18	39	49	65
June	33	35	63	33
July	20	33	34	37
August	22	0	61	61
September	19	43	43	56
TOTAL	152	428	669	638
* Individuals who came to the agency through attendance to lectures			$\frac{144^*}{813}$	$\frac{189^*}{827}$

REPORT ON EDUCATIONAL ORIENTATION PROGRAM

1. Intake

An analysis of Table I reveals that 72% of the persons serviced are 16 to 20 years of age. 61% were born in Puerto Rico, 30% were born in the continental USA and 9% were born elsewhere.

TABLE NO. III - EDUCATIONAL STATUS

TOTAL	Academic		Commercial		Vocational		General		College		Other	
	M	F	M	F	M	F	M	F	M	F	M	F
638	142	94	21	44	47	12	42	18	36	20	101	61

Table III shows the breakdown by sexes and courses pursued in high school of our students. Analysis of this table indicates that more males than females are enrolled in the academic, vocational, general courses and in college but that more females are enrolled in the commercial course in high school.

2. Workshops

Three different types of workshops were offered this year: College Workshops consisting of two sessions, High School Workshops for Freshmen, Sophomores, Juniors and Seniors consisting of six sessions, and a workshop for high school drop-outs which consisted of five sessions.

As indicated in Table IV (see page 6) a total of 313 students participated in our workshop program this year. In addition, 150 parents attended the parent's night of the workshop. (Parents are not invited to the College Workshop as the enrollment is composed mainly of young adults.) The important and unique feature of the workshop is that each participant comes out with a definite plan of action for the pursuit of his goals which are then followed-up closely in subsequent meetings with his counselor. A high school junior, for example, who wants to be an engineer, may find out for the first time that he needs to improve his scholastic record in order to meet the entrance requirements of the particular school he wishes to attend. A high school senior learns that he can meet the financial requirements of a particular school if he applies for a scholarship, a loan from the government or a fellowship as the case may be.

3. Financial Assistance

ASPIRA has grown in its capacity to develop sources of financial support and scholarships for its students. Table V shows the different types of assistance received by ASPIRA students last year.

TABLE IV

WORKSHOPS

<u>WORKSHOP NO.</u>	<u>ATTENDANCE</u>	<u>NO. OF SESSIONS</u>	<u>ENROLLMENT</u>	<u>DROP-OUT</u>	<u>PARENTS</u>
I	23	5	25	2	-
II	13	6	15	2	12
III	25	6	25	-	22
IV	15	-	19	4	26
V	26	6	26	-	-
VI	10	6	15	5	10
VII	22	6	29	7	-
VIII	16	6	23	7	15
IX	21	6	23	2	-
X	21	6	21	-	18
XI	17	6	19	2	-
XII	12	6	12	-	14
XIII	13	6	15	2	-
XIV	10	6	10	-	5
XV	11	2	-	-	-
XVI	10	6	14	4	14
XVII	11	2	11	-	-
XVIII	18	6	23	5	14
XIX	14	2	14	-	-
XX	5	2	7	2	0
TOTAL	313	97	346	44	150

TABLE V
SOURCES OF FINANCIAL AID

TYPE OF AID	NO. OF STUDENTS	AMOUNT
1. ASPIRA Scholarships	4	\$ 5,550.00
2. Scholarships awarded by others	46	74,468.00
3. State Loans	15	11,250.00
4. Federal Loans	20	10,000.00
5. ASPIRA Loans	18	1,589.25
6. Work - Study	5	2,000.00
7. ABC Program	9	18,000.00
8. Summer Program at Brandeis	15	15,000.00
TOTAL	132	\$137,857.25

TABLE VI

SCHOLARSHIP RECIPIENTS

<u>Student</u>	<u>High School</u>	<u>Institution of Higher Learning and/or Granting Institution</u>
Stephen Garcia 880 Boynton Avenue Bronx, N. Y. 10472	Bronx, H. S. of Science	-Syracuse University Ministerial Dependency Scholarship
Mario A. Gil 800 Soundview Bronx, N. Y. 10472	Regis H. S.	-Fordham University, N. Y.
Raul Bonet 199 Second Avenue New York, N. Y. 10002	Jewaro Park H. S.	-University of Puerto Rico Rio Piedras, Puerto Rico
Gilbert Mendez 669 Eagle Avenue Bronx, N. Y. 10455	DeWitt Clinton H. S.	-Lincoln University, Pa.
Arturo Rosales 1228 Evergreen Ave. Bronx, N. Y. 10472	Cardinal Spellman H. S.	-Massachusetts Institute of Technology, Massachusetts
Rose Blanco 840 Manida Street Bronx, N. Y. 10459	Morris H. S.	-Mills College of Education -New York City Mission Society
Carol Martinez 95 Old Broadway New York, N. Y.	Seward Park H. S.	-Mills College, California
John E. Figueroa 9062 185th Street Hollis, N. Y. 11423	Benjamin Franklin H. S.	-Wesleyan University, Conn. -Union Settlement Award
Gilbert Sambolin 370 50th Street Brooklyn, N. Y.	Brooklyn Technical H. S.	-Polytechnic Institute of Brooklyn
Efrain Velez 920 East 174th St. Bronx, N. Y.	Benjamin Franklin H. S.	-Wisconsin State College La Crosse, Wisconsin -Joseph L. Fisher Foundation Scholarship
Hector Martinez 1209 Bushwick Ave. Brooklyn, N.Y. 11221	Boys H. S.	-Brandeis University Massachusetts

Santiago Martin 105-40 62nd Road Forest Hills, N. Y.	James Monroe H. S.	-Brandeis University, Massachusetts
Victor Martinez 665 Ralph Avenue Brooklyn, N. Y.	Thomas Jefferson H.S.	-Brandeis University, Massachusetts
Enilda Lozada 1322 Commonwealth Ave. Bronx, N. Y. 10472	Walton H.S.	-Brandeis University, Massachusetts
Lillian Sanchez 683 Sutter Avenue Brooklyn, N. Y. 11207	Thomas Jefferson H.S.	-Brandeis University, Massachusetts
Julia Irizarry 189 Ross Street Brooklyn, N. Y. 11211	Eastern District H.S.	-Barnard College, N.Y.
Carmen D. Acosta 1805 Crotona Avenue Bronx, N.Y.	Theodore Roosevelt H.S.	-Barnard College, N.Y. -Major's Committee Scholarship
Margarita Rosa 752 Henry Street Brooklyn, N.Y. 11231	Bay Ridge H.S.	-Barnard College, N.Y.
Juanita Benjamin 2060 Third Avenue New York, N.Y.	Cathedral H.S.	-Barnard College, N.Y.
Luis B. Rivera 1600 Madison Avenue New York, N.Y.	Bayamon H.S. Puerto Rico	-Northwest Christian Oregon (Bermosa Christian Church)
Alma Rubal 1113 Ward Avenue Bronx, N.Y.	James Monroe H.S.	-The Calhoun School N.Y.
Henry Santana 292 16th Street Brooklyn, N.Y. 11215	Boys H.S.	-Princeton University, N. J.
Frances Franco 434 East 118th Street New York, N.Y. 10035	Benjamin Franklyn H.S.	-Rockford College, Illinois -Union Settlement
Ruben Franco 50 Amsterdam Avenue New York, N.Y.	George Washington H.S.	-Northern Michigan University, Michigan

Hector Acosta
281 East 163rd Street
Bronx, N.Y.

Blanca M. Charries
863 DeKaib Avenue
Brooklyn, N.Y. 11221

Felipe Ventegat
215 East 111th Street
New York, N.Y. 10029

Ada Hernandez
385 Atlantic Avenue
Brooklyn, N.Y. 11217

Margarita Perez
3200 Broadway
New York, N.Y. 10027

Carlos Olivieri
86-43 Little Neck Pkwy
Floral Park, N.Y.

Carmen Cuebas
593 President Street
Brooklyn, N.Y. 11215

Ida E. Gonzalez
169 Cypress Avenue
Bronx, N.Y. 10454

Sonia Guila
614 West 136th Street
New York, N.Y. 10031

Hilda Torres
452 Baltic Street
Brooklyn, N.Y. 11217

Steven Alicea
1210 Boynton Avenue
Bronx, N.Y.

Modesto Fontañez
730 East 166th Street
Bronx, N.Y. 10456

Theodore
Roosevelt H.S.

Eastern
District H.S.

Rice H.S.

Bay Ridge H.S.

Benjamin
Franklin H.S.

St. Pascal
Baylon H.S.

Prospect
Heights H.S.

Benjamin
Franklin H.S.

H.S. of Music
& Art

John Jay H.S.

James Monroe
H.S.

Evander Childs

-New York Legislative
Bronx Community College

-Bernard College, N.Y.

-Manhattan College, N.Y.

-Long Island University

-Mount Holyoke, Massachusetts

-University of
Detroit, Michigan

-Mills College
of Education, N.Y.

-Chatham College,
Pa.

-Geneva College, Pa.
-New York City Mission
Society

-St. Joseph's College
-N.Y. Carmen Fisher Award
-Generoso Pope Award

-Columbia College
-Amalgamated Laundry
Worker's Union

-University of Puerto Rico
(Honor Scholarship)

<u>Student</u>	<u>College</u>	<u>Institution of Higher Learning and/or Granting Institution</u>
Anthony Vera 105 West 77th Street New York, N.Y.	Inter-American University of Puerto Rico	-Long Island University, N.Y.
Maria J. Canino 148 East 30th Street New York, N.Y. 10016	City College of New York	-Columbia University School of Social Work -John Hay Whitney Foundation Opportunity Fellowship
Yolanda Sanchez 1945 Third Avenue New York, N.Y. 10029	City College of New York	-Columbia University School of Social Work -ASPIRA Award for Social Work
Nilo Garcia 48 Cornelia Street Brooklyn, N. Y. 11221	University of Puerto Rico Rio Piedras, P.R.	-Fordham University School of Social Service -ASPIRA Award for Social Work -Earning Scholarship -N. Y. State Scholarship
Angel Ramos 1077 New York Avenue Brooklyn, N.Y. 11203	Catholic University of Puerto Rico	-Fordham University School of Social Service -ASPIRA Award for Social Work

ABC PROGRAM

<u>Student</u>	<u>School</u>	<u>Institution of Higher Learning and/or Granting Institution</u>
Arlien Acevedo 335 East 95th Street New York, N.Y. 10028	Central Commercial H.S.	-Miss Hall's Pittsfield, Mass. (11th grade)
Carmen Aviles 175 East 112th Street New York, N.Y.	Jefferson Junior Park High School	-Hinckley School
Providencia Gonzalez 230 Clinton Street New York, N.Y.	Coniesus School	-Cushing Academy, Ashburnham, Massachusetts (9th grade)
Nestor Rios 215 East 121st Street New York, N.Y.	John D. Roberts	-The Peddie School Highstown, N.J.
Albert Torres 845 Columbus Avenue New York, N.Y.	Ascension School	-Collegiate School (9th grade)

Miguel Rios 500 Trinity Avenue Bronx, N.Y.	Clark Junior High School	-Darrow School New Lebanon, N.Y.
Gilberto Colon 277 West 127th Street New York, N.Y. 10027	James Fenimore Cooper Junior High School	-Mount Hermon School Mount Hermon, Massachusetts
Gloria Ortiz 242 East 112th Street New York, N.Y.	Jefferson Junior H.S.	-Miss Hall's School
Robert Rodriguez 16 East 103rd Street New York, N.Y.	Wadleigh Junior H. S.	-The Lawrenceville School Lawrenceville, N.J.
Maria Viera 2215 Second Avenue New York, N.Y. 10029	Jefferson Park	-The Masters School Dobbs Ferry, New York

Financial assistance continues to be the great need of students serviced by the agency so it becomes more and more necessary to develop new sources and new kinds of financial aid. The development of a Scholarship and Loan Center is essential to the agency's effective functioning.

Fifteen of the students who won scholarships to various universities had a unique opportunity. They were chosen to participate in a project at Brandeis University, The Advancement of Teaching. The 15 ASPERL students lived and studied at Brandeis for six weeks during the summer with other scholarship students from many backgrounds. They will attend different eastern colleges and universities after the completion of the summer orientation seminar. Intensive work was done in remedial reading, use of the library, preparation of papers, note taking, and the lecture method of teaching. They were also able to experience what it would be like to live in a college dormitory, and they attended cultural activities in the area. This type of program must not only be repeated but many more students should participate in it.

4. Follow-up

After students have completed the workshop they continue to pursue their educational plans on their own. Individual help from the counselors can be secured if it is needed, for example, letters of recommendation, referrals for testing services, request for academic transcripts in order to facilitate an accurate evaluation of academic status. Students planning to enter college the following year require the most intense follow-up on the part of the counselor.

TABLE VII
INDIVIDUAL FOLLOW-UP

Month	Students Seen	Number of Contacts	Number of Counselors	Contact With Parents
October 64	75	212	3	10
November 64	97	309	4	41
December 64	79	256	4	25
January 65	109	255	3	15
February 65	107	221	3	12
March 65	121	298	3	21
April 65	58	294	3	24
May 65	88	139	2	15
June 65	92	149	2	8
July 65	50	105	2	10
August 65	120	250	2	6
September 65	41	135	2	7
TOTAL	1,037	2,623		194

5. Lectures on a Profession

Some youths and adults who work or attend school and work find that they can not attend the normal six sessions of a workshop. We find that it is also necessary to provide exposure to youth who are not decided about a career field they care to enter. For these reasons, ASPIR, offers Lectures on Professions and technical fields. These lectures are well attended, limited only by the small space of our conference room. Table VIII indicates the lectures held during this year.

TABLE VIII - LECTURES ON A PROFESSION

<u>Subject</u>	<u>ATTENDANCE</u>		<u>Cooperative Agencies and Individuals</u>
	<u>ASPIR Students</u>	<u>Other</u>	
1. I. B. M.	22	32	International Data Processing Institute Mr. Raymond T. Saunders, Assistant Registrar
2. Teaching	7	1	Mrs. Margorie Foss Supervisor of Student teaching Mills College of Education New York 11, N. Y.
3. Secretarial Studies	6	1	Nancy Taylor Secretarial and Finishing School
4. Engineering	13	9	Mr. Plinio Zerol Ebasco Services, Inc. 2 Rector Street New York 6, N.Y. Mr. Emilio Rivera Ebasco Services, Inc. 2 Rector Street New York 6, N.Y.
5. Aspect of Puerto Rican Literature Poetry	4	13	Dr. Carmen Marrero State Commission on Human Rights 270 Broadway New York, N.Y. 10007 Mrs. Anita Valez 171 West 57 Street New York, N.Y. 10007

6. Social Work	40	10	Miss Jeanne Farrell Program Consultant Social Recruiting Center 225 Park Avenue South New York, N. Y. Mr. Gestor Llamas M. F. Y. Community Organizer 214 East 2nd Street New York, N.Y. Miss Yolanda Sanchez Student at Columbia University 1945 3rd Avenue New York, N.Y. 10029
7. Nursing	6	12	Miss Leandra Laskevich Chairman of the Committee on Careers of the New York Counties Registered Nurses Assn., Inc.
8. Law	21	18	Mr. Robert Lebron Assistant to the Commissioner Department of Real Estate 2 Lafayette Street New York, N.Y. 10007 Mr. Manuel G. Guerreiro 42 West 9th Street New York, N. Y. 10011
9. Teacher Recruitment	0	26	Mr. Gerald Brooks Board of Education
10. Business Administration	20	4	Professor Gunnor G. Ekberg Assistant Chairman of Accounting, Finance, and Management, Pace College 41 Park Row New York, N. Y. 10038
11. Physical Therapy	6	4	Miss Carmen L. Ostolza Consultant-Division of Professional Services American Physical Therapy Association 1790 Broadway New York 19, N.Y.
12. Technology	7	5	Prof. Stanley M. Bodsky Head, Div. of Technology New York City Community College

13. Medicine	14	12	Dr. George ... Perera Associate Dean and Chairman of Commissions Committee College of Physicians and Surgeons Columbia University
14. Computer Programming	16	24	Mr. Robert E. Day Systems Engineering Management Miss Sara Cuevas Associate System Engineer both from I.B.M. Data Processing Division 555 Madison Avenue New York, N.Y. 10022
15. Careers Forum	42	0	Mr. Morton Stevenson Supervisor, Area of N.Y.C. Dept. of Civil Service Mrs. William Segrest Director Division of Employment, Labor Dept. Mr. Francis Coty, Supervisor of Education, Correction Dept. Sing Sing Prison Mr. Anthony Bonprara Supervisor Guidance Dept. Sing Sing Prison Correction Dept. Mr. Anthony Murphy Assistant Director Division of Employment Labor Dept.
16. Computer Programming	7	18	Mr. Milton Wunsch Systems Engineer Miss Sara Cuevas Associate Systems Engineer both from I.B.M. Data Pro- cessing Division 555 Madison Avenue New York, New York 10022

The Educational Orientation part of JEPER's program is only one aspect of the total program. It is directed to one of the objectives of the agency: to help capable Puerto Rican youth pursue an education beyond high school to obtain professional, technical, business or artistic skills. The need for additional financial aid is still very great. Another urgent problem is the need to prepare the college bound youth to enable him to compete successfully by providing remedial work especially in English (to include the enrichment of vocabulary and reading).

To offer these kinds of services to Puerto Rican New Yorkers is important but in designing the total agency as a method of intervention to provoke significant change in the Puerto Rican community of New York, we were aware that advance education alone is not enough. The program also addresses itself to the development of leadership among youth and their parents.

LEADERSHIP DEVELOPMENT - IDENTITY PROGRAM

Why is it necessary to have a leadership development and identity program alongside the educational orientation program?

The Leadership Development - Identity Program in ASPIRA is conducted in and through a network of ASPIRA Clubs housed in high schools, churches, community centers and colleges throughout the city. These clubs recruit and motivate a significant number of the students who enroll in the educational part of the services as well as other students. This is in itself an important function of the club program but it is not its only objective. It is our position that an educational guidance and orientation program for Puerto Rican youth will help individual youth break through and integrate successfully into the general community, a desirable end objective but not enough in itself. The loss to the group of its most intelligent, most aggressive perseverant and hard working members is a luxury we can't afford. These most capable young people must become the Leadership which will begin to create a general movement for self-help to bring the total Puerto Rican community, as a group, into the main stream as fully participating New Yorkers.

The Leadership Development - Identity Program has therefore, as its goals, to develop among ASPIRA clubs an overriding concern in the pursuit of higher education; the promotion among the members of the desire for knowledge of their culture and their historical heritage in order to help them develop a positive self-image; the development of a sense of service to their community based on knowledge of the problems of the Puerto Rican New York community and on a knowledge of how other groups resolved their problems; the promotion of sound, healthy relations with other groups on the basis of common areas of concern and as equals.

The ASPIRA clubs and the ASPIRA Clubs Federation are designed to provide the Puerto Rican youngster with an ideal setting for the development both of his leadership potential and a positive identity. This aim is achieved by means of a systematic effort to create an emotional environment of security and belongingness where the Puerto Rican student may have a creative experience of participation at the group level.

TABLE IX

COMPARATIVE TABLE OF CLUBS SINCE INCEPTION OF CLUB PROGRAM

<u>YEAR</u>	<u>NO. OF CLUBS</u>	<u>MEMBERS</u>
1961-62	5	75
1962-63	12	200
1963-64	16	326
1964-65	20	532

TABLE X
ASPIRA CLUBS
BOROUGH DISTRIBUTION AND MEMBERSHIP
1964-65

BROOK		
NAME	PLACE OF MEETING	MEMBERSHIP
1. Isla del Encanto A. C.	Morris H. S.	32
2. José Gautier Benítez A. C.	James Monroe H. S.	16
3. El Yunque A. C.	Taft H. S.	7
4. Rafael Cordero A. C.	Roosevelt H. S.	13
5. Luis Muñoz Rivera A. C.	Walton H. S.	15
6. Ponce de León A. C.	De Witt Clinton H. S.	25
		<u>108</u>
MANHATTAN		
7. Luis Lloréns Torres A. C.	Charles E. Hughes H.S.	31
8. El Morro A. C.	Fashion Industries H. S.	16
9. Manuel Fernández Juncos A. C.	Commerce H. S.	18
10. Juan Morál Campos A. C.	Seward Park H. S.	30
11. Hijos de Borinquen A. C.	ASPIRA	29
12. José de Diego A. C.	La Guardia House Community Center	10
13. Río Piedras ASPIRA Society	St. Theresa's R.C. Church	15
14. Eugenio María De Hostos ASPIRA Society	ASPIRA	21
15. La Providencia A. C.	Cathedral H. S.	50
		<u>210</u>
BROOKLYN		
16. La Fortaleza A. C.	Sands J. H. S.	42
17. Ramón Emeterio Betances A.C.	Bushwick H. S.	12
18. Antorchas del Mañana A. C.	Prospect Heights H. S.	25
19. El Caribe A. C.	Canarsie H. S.	10
20. Evaristo Rivera Chevremont ASPIRA Club	Boys H. S.	15
		<u>104</u>
ASPIRA CLUBS TOTAL MEMBERSHIP		532

There are presently 20 clubs with a total membership of 532 students established in different High Schools, Community Centers, churches and ASPIRA's headquarters. These clubs bear names of the great men & heroes in Puerto Rican history as well as places meaningful to the to the Puerto Rican. The Clubs meet from one to four times a month as stipulated in their individual constitutions and the programs carried out in these meetings are all focused on an agenda that emphasizes neglected aspects in the Puerto Rican youngster's experience. The individual clubs as well as the federation conduct their activities through the following program committees:

- 1- education
- 2- cultural
- 3- issues

These committees respond to the objectives of the club program.

The ASPIRA Club Federation is an effort to pool in a city wide structure the strength of the total club membership and to develop coordinated activities to meet the goals of the program. The federation conducts programs which the individual clubs could not accomplish and it has certain other programs to strengthen the member clubs. For example Table XI lists the major programs carried out by the ASPIRA Club Federation.

TABLE XI

MAJOR PROGRAMS ASPIRA CLUB FEDERATION 1964-65 YEAR

Month	Program	Persons Involved
October	Initiation Ceremony	
	Areyto for leaders for general members	Club Leaders General Membership
November	Ceremony on Discovery of Puerto Rico	Club Members, parents, principals, teachers, ministers, social workers, general community
January	Leadership Institute six session courses on skills and knowledge needed by Puerto Rican New York leaders	Four student leaders from each Club
February	Dance	General Membership

Month	Program	Persons Involved
April	'Political Seminar	97 club members
June	First Issue of ASPIRA Club Federation Newsletter "El Pitirre"	Special committee of ASPIRA Club Federation
July	Course on History of Puerto Rico Summer Training Seminar (2 week Training and Orientation Seminar in Puerto Rico for 36 selected members of ASPIRA Club Federation)	Club leaders and members selected to go on Summer Training Seminar in Puerto Rico
August	ASPIRA Club Federation Annual Convention held at Fairleigh Dickinson University Purpose: to plan and evaluate program	186 members from the ASPIRA Clubs
September	Election of New Board of Directors of ASPIRA Clubs Federation First part of program developed as a result of political seminar a non-partisan voters registration drive	Each ASPIRA Club

The ASPIRA Clubs and Federation program is one of the most attractive and well known of the agency's programs. It has received wide acceptance and endorsement by the Board of Education. At present the agency has many requests from junior high schools requesting help in organizing ASPIRA Clubs. One such club has been organized on an experimental basis at Sands Junior High School in Brooklyn. Evaluation of this experience shows that the development of the ASPIRA Clubs program on the junior high school level will depend on the assign-

ment of a specific teacher or guidance counselor from the school to work closely with the Club. Also it will be necessary for the school to assign a specific period during school hours for the club to meet. The Sands Junior High School club was used by the counselor as a guidance tool. The Club was organized with the group which participated in the special program of teaching subjects in Spanish.

We have noted the change produced in youth participating in the ASPIRA Club program and we hope to be able to conduct a study to validate the change in motivation and self image of the youths participating in the program which we feel has resulted in much higher scholastic achievement.

PARENT EDUCATION PROGRAM

Why an adult program in a youth servicing agency?

ASPIRA's programs could not be conducted successfully without the acceptance and active support of the home. It is because of this that the original prospectus contained a proposal for a parents program.

The Parent Education Program has three objectives; to provide the parents with the knowledge necessary to understand the need for maximum education in general and the New York City educational system; to acquaint the Puerto Rican parent with the problems their children face in obtaining an education that fulfills their capabilities; to help the Puerto Rican parent in New York function effectively in finding solutions to the problems their children face in obtaining an education.

The method chosen to give this service has been the organization of parent chapters in every area of high Puerto Rican concentration in the city. These chapters to be affiliated to a Puerto Rican Parents Federation is an autonomous body serviced by the ASPIRA staff. This federation has now been established. During its initial year of operation it was able to conduct the following programs. It succeeded in organizing three chapters; in Manhattan, the East Harlem Chapter, in the Bronx, the South Bronx Chapter, in Brooklyn, the Williamsburg Chapter. Each one of these chapters elected a chairman and a secretary. Once organized the chapters created the federation to which the Chapters send five delegates.

The first program activity of the federation was a conference on the Puerto Rican in New York and his attitude towards education. The conference conducted in Spanish was held at the Brotherhood in Action Building, on February 27, 1965 and was attended by 300 persons.

Among the recommendations which came out of the conference were the continued holding of such a conference conducted in Spanish annually; the offering of courses in Spanish that would inform parents on the educational system, the world of education in general, the trends in employment and the educational requirements for the different professions; the organization of a credit union to encourage parents to save for their children's education, a request that the agency ASPIRA provide more staff to organize chapters in areas not covered at present. These recommendations have been made the focus of program plans for the coming year.

This year saw the first three issues of a mimeographed newspaper in Spanish whose purpose will be to disseminate essential information on the educational system and to attract parents to the Puerto Rican Parents Federation. The name of the paper is "El Vocero" and it was prepared by a parents newspaper committee.

In the fulfillment of one of its purposes, opening channels of communication for parents in their dealing with the educational system, the federation undertook to work out a problem brought by the South Bronx Chapter.

A specific complaint of alleged abuse of children and parents at a public school in the Bronx was investigated. After careful investigation and the collection of all the facts, the issue was brought to the attention of the Board of Education through the proper channels in the school system. The problem was given prompt attention at the Superintendent's level after an initial conference with central Board of Education staff related to the school in question.

The above report of achievements of the Parents Education Program is presented to indicate the nature and extent of activities to be conducted under this program. Priority will be given during the coming year to the intensive organization of parent chapters in all areas of high Puerto Rican concentration.

ASPIRA PROGRAM FUND

SEPTEMBER 30, 1965

Cash in First National City Bank	\$ 3,129.19	
Cash in Ponce de Leon Federal Savings and Loan Association	15,106.25	
Cash in Ponce de Leon Federal Savings and Loan Association - Puerto Rican Forum, Inc.	<u>10,139.24</u>	
	\$28,374.68	
Less: Payroll Taxes and Deductions applicable thereto	<u>1,388.84</u>	\$26,985.84
Petty Cash		50.00
Furniture and Fixtures		9,629.42
Due from ASPIRA Expanded Program		5,003.05
Inventory of Articles of Puerto Rican Culture at cost		<u>221.20</u>
Total Fund		<u>\$41,889.51</u>

ANALYSIS OF CHANGES IN FUND

Balance, October 1, 1964	\$ 9,324.23	
Contributions received in 1963-64 fiscal year applicable to fiscal year 1964-65	<u>34,750.00</u>	\$44,074.23
Less: Contributions taken into income in current period		<u>34,750.00</u>
		\$ 9,324.23
Less: Deposits transferred to Building Fund	\$ 736.32	
Transfers to Scholarship and Award Fund	<u>3,446.23</u>	4,182.55
		\$ 5,141.60
Add: Excess of Income over Expenses		27.83
Balance, September 30, 1965		<u>\$ 5,169.51</u>
Contributions received in 1964-65 fiscal year applicable to fiscal year 1965-6		<u>36,720.00</u>
Total, per above		<u>\$41,889.51</u>

ASPIRA PROGRAMSTATEMENT OF INCOME AND EXPENDITURESOCTOBER 1, 1964 TO SEPTEMBER 30, 1965Income

Contributions from Foundations:

Hofheimer Foundation	\$10,000.00		
New York Foundation	6,250.00		
Taconic Foundation	5,000.00		
Asron E. Norman Foundation	2,500.00		
Vincent Astor Foundation	25,000.00		
The Field Foundation	7,500.00		
Rockefeller Brothers Fund	5,000.00		
Louise I. Ottinger Charitable Trust	500.00		
Foundation for Youth and Student Affairs	<u>1,200.00</u>	\$62,950.00	
Corporate Gifts	\$21,100.00		
Unions	2,050.00		
Community Contributions	<u>2,889.68</u>	<u>26,039.68</u>	\$ 88,989.68
Interest			593.80
Other Income			140.83
Sale of Articles Puerto Rican Artefacts (Sales \$265.25 less cost \$218.49)			46.76
Commonwealth of Puerto Rico			<u>25,000.00</u>
Total Income			\$114,771.07

Expenditures

Personnel - Program Supervision	\$17,631.83		
- Educational			
Orientation Program	29,641.52		
- Leadership Development-Identity Program	17,957.17		
- Administrative	<u>17,678.64</u>	\$82,909.16	
Program Aids and Materials		15,541.28	
Administration Expense		14,292.80	
Renovation - fourth floor		<u>2,000.00</u>	
Total Expenditures			\$114,743.24
Excess of Income over Expenses			<u>\$ 27.83</u>

FINANCIAL AND FUND RAISING REPORT

This year saw the continued development of sources of support other than foundations. The Corporate Sponsors Committee under the able direction of Mr. Teodoro Moscoso continued to grow in membership. We are most hopeful that this coming year we will be able to enroll at least 100 corporations in the committee. Intensive efforts have also been made to develop support among business leaders in Puerto Rico and this effort should begin to bear significant results in the coming year.

Our union campaign was not as successful as we would have liked but we intend to redouble our efforts in this area during the coming year. General community support should continue to grow as the agency becomes better known. We must, however, continue to emphasize to all our past supporters that the governmental funds granted to us are for expansion of our program and that our present program needs still have to be met through private sources.

This year we secured a grant of \$267,000 to open three ASPIRA Borough Offices, in Brooklyn, upper Manhattan and in the Bronx. The funds allocated for this purpose by the Federal Office of Economic Opportunity and the New York City Economic Opportunity Committee will be used to develop these three additional centers in the coming year.

Approximately 30% of our present operating budget has been raised for the 1965-66 year. We have still not met our goal of having at least 50% of our coming year's budget on hand at the commencement of the year. As has been pointed out in previous reports, the problem still remains as to the uncertainty of meeting the program needs for the coming year thus making it difficult to plan new programs with the assurance that they will be properly funded.

Foundation support is still, however, the primary base of our private funding. Although the amount raised through foundations has declined in the last three years, approximately 50% of the present operations are financed through foundation grants. This amount has gone down from 95% of the total support when ASPIRA was established four years ago.

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